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Paper title:

Developing a framework for the study of Performing Arts programs for other-than-artistic purposes in conflict settings

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Presented at the 4th Research Symposium on the Social Impact of Making Music (4th SIMM-posium, the program can be found here <http://www.simm-platform.eu/>)

Universidad Distrital Francisco José de Caldas, Bogotá, Colombia, 26-27 July 2019

Friday 26th July 2019, Panel: Peacebuilding and post-conflict, 1:30PM-2:10PM

The above co-authors are members of the new network The Arts of Inclusion (TAI), which focusses on the role of the [Performing Arts for peace education in conflict](#) and is supported by the UK Arts and Humanities Research Council and the Royal Society of Edinburgh 2019-2021 (Odena, PI). The first five coauthors attended the 4th SIMM-posium as preparation for the 1st TAI Workshop, hosted by Zapata-Restrepo (Co-I) at Fundación Universitaria Juan N. Corpas, Bogotá, Colombia, 28-29 July 2019.

Paper summary:

This paper discusses the process of developing a new framework combining ideas from Community Music, Social Psychology and Peace Studies, aimed at providing a tool for researchers wishing to systematically examine Performing Arts programs for other-than-artistic purposes in conflict settings. The framework could also be a tool for organizers and practitioners wishing to reflect on their work and to position it within the wider conflict recovery context. The process of framework development is ongoing, and is part of the activities of a new network including members from Colombia, Mexico, Brazil, Spain and the UK, supported by the UK Arts and Humanities Research Council and the Royal Society of Edinburgh (2019-2021). The network's activities comprise scholarly collaborations and three workshops to be held in Bogotá, Chihuahua and Glasgow. In this paper we will first outline the network's guiding Research Questions and initial membership. The second part of the paper will be focussed on a doctoral study recently completed by one of its members (Rodríguez-Sánchez, 2019). In the closing remarks we will outline the planned activities of the network: in the coming months we will first examine a typology of four broad fields of intention proposed by community musician Howell (2018), including Music

Education, Cultural Regeneration, Social Development, and Healing, Health and Well-being. These will be combined with the three consecutive stages of *initial*, *established* and *extended* contact between groups and their facilitating conditions, as outlined by social psychologist Pettigrew and used in the study of cross-community activities in Northern Ireland (Odena, 2018). Finally, the concept of a culture of peace aimed at developing universal values of cooperation, empathy and solidarity and how this may be achieved through formative experiences, including creative activities, will be examined. We plan to discuss the role inclusive pedagogies may have in the implementation of such experiences to promote team working, trust, communication and the acknowledgement of the other (Cabedo-Mas, 2015). Once the framework has been developed we will consider its illuminating potential within the intercultural, political and socioeconomic complexity of conflict settings.

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Co-authors' biographies:

Oscar Odena is Reader in Education at the University of Glasgow, UK. Previously he held posts in Spain, England and Northern Ireland, where he completed a study on the potential of cross-community music activities to diminish ethnic tensions. His areas of expertise include qualitative research approaches, social inclusion, professional learning and music education. He is past Co-Chair of the Research Commission of the International Society for Music Education (ISME) (2012-2014). Publications number over 70 peer-reviewed papers and three books, including *Musical Creativity Revisited: Educational Foundations, Practices and Research* (Routledge, 2018).

Andrea Rodríguez-Sánchez is a social worker, musician and member of the Peace Program at the National University of Colombia. Her work focuses on peace building through collective musical programs in Colombia and she is currently working for Batuta Foundation. She is a recent PhD graduate from the UNESCO Chair of Philosophy for Peace of the University Jaume I of Castellon, Spain, where she was supervised by Alberto Cabedo-Mas and was a Visiting Scholar at University of Glasgow in the academic year 2015-2016.

Gloria Zapata-Restrepo is Director of the Master in Arts, Education and Peace Studies at University Foundation Juan N. Corpas, Colombia. Her areas of expertise include performing arts psychology and war-displaced children. With a doctorate on the effects of music on children's socio-emotional development, she is currently Principal Investigator for the project 'Artistic Identities of Ex-Combatants: Narratives, Education, Creation and Appropriation of Arts Practices for the Post-Peace Agreement in Colombia'. President of the Colombian Society of Research in Music Psychology and Education. Member of UNITWIN in Arts Education Research for Cultural Diversity and Sustainable Development.

Alberto Cabedo-Mas is Associate Professor in Music and Education at the University Jaume I (UJI) of Castellón, Spain. He is Co-Director of the journal *Eufonía: Didáctica de la Música* and serves on the boards of several academic journals. His research interests include music education, musical heritage, coexistence, interculturality and the transmission of music across cultures. He is a research supervisor in the Master's in International Peace, Conflict and Development Studies at UJI's UNESCO Chair in Philosophy for Peace. He is the director of two studies on the socio-educational impact of community music in schools (funded by the Spanish Government, 2018-2020) and the effects of shared musical practice in the reconstruction of social fabric in contexts of extreme violence (funded by UJI, 2018-2019).

Sergio Figueiredo is a recently retired Associate Professor at the State University of Santa Catarina, Brazil. His research interests include music and teacher education, educational legislation and public policies. He is a member of the Boards of several international journals and was a member of the Music Evaluation Committee linked to the Ministry of Education in Brazil between 2005 and 2013. He was a member of the National Commission for Incentive to Culture, linked to the Ministry of Culture (2009-2010 and 2013-2014) and Co-Chair of the ISME Research Commission (2012-2014). He is past President of the Brazilian Association of Music Education and current Chairman of its journal's Editorial Board (2017-2019).

Patricia A. González-Moreno is Professor of Music at the Autonomous University of Chihuahua, Mexico. Her areas of expertise include performing arts programmes aimed at inclusion of disadvantaged

children, music psychology, professional development in the arts, and digital technologies. Co-author of the global evaluation of *El Sistema* (with Creech *et al*, 2016). Currently working on the project 'Educational processes for social inclusion in contexts of high vulnerability', including a collaboration with University of Texas, to research and develop activities in contexts of violence. Member of the Editorial boards of five international journals and Commissioner for the ISME Research Commission (2014-2020).

María Elisa Pinto is CEO of Prolongar Foundation, for which she leads operations and strategic direction, including national and local projects with conflict affected population in Colombia through arts-based peacebuilding tools. She has directed numerous projects, including the first national report on landmines in Colombia, *The Hidden War*. Previously she was Director of the Office for Victims' Assistance at Cundinamarca State, implementing the Victims and Land Restitution Law of 2011 (focussed on assistance and reparation to conflict victims in Colombia).

Oscar Valiente is a Senior Lecturer at the University of Glasgow. He is an expert on comparative education, skills and international development. He has directed projects funded by the UK Economic and Social Research Council (ESRC), European Union, Scottish Funding Council and Jaume Bofill Foundation. He is on the Editorial Board of *Compare: A Journal of Comparative and International Education* and currently directs the project 'Can Dual Apprenticeships Create Better and More Equitable Social and Economic Outcomes for Young People? A Comparative Study of India and Mexico (funded by the ESRC Global Challenges Research Fund, 2018-2021).